

**APPENDIX A**

**AMENDMENT REQUEST AND SUPPORT**

**MATERIALS**

1. GRADE LEVEL CHANGE and ENROLLMENT CAP  
AMENDMENT REQUEST FORM
2. AMENDMENT REQUEST DOCUMENTS

# Grade Level Change to Charter Amendment Request

## Charterholder Info

### Charter Holder

**Name:**  
Vista College Preparatory, Inc.

**CTDS:**  
07-82-24-000

**Mailing Address:**  
812 S. 6th Ave.  
Phoenix, AZ 85003  
> [View detailed info](#)

### Representative

**Name:**  
Julia Meyerson

**Phone Number:**  
602-374-7159

## Downloads

 [Download all files](#)

## Current Grade Levels

### Current Grade Levels Served

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade
- 4th Grade
- 5th Grade

## New Grade Levels

Identify the total grades to be served which include the current grades served and the new grades that are requested.

### New Grade Levels Served

Kindergarten  
1st Grade  
2nd Grade  
3rd Grade  
4th Grade  
5th Grade  
6th Grade  
7th Grade  
8th Grade

### Curriculum Samples

No documents were uploaded.

**Effective Date**  
07/11/2018

## Attachments

### Board Minutes

 [Download File](#) — Attached are VCP Governing Board minutes from 11.21.17 showing a unanimous approval for adding 6th-8th grade.

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Narrative —  [Download File](#)

### Additional Information

 [Download File](#) — Attached is VCP's Enrollment Matrix.

 [Download File](#) — Attached is VCP's staffing chart.

 [Download File](#) — Attached is the Certificate of Occupancy report for the 902 building showing capacity at our current campus - 216 on the first floor and 259 on the second floor. As detailed in the narrative, VCP will incubate grade 6 at our downtown campus for one year as we make plans to open our middle school campus. There are 3 classrooms downstairs in this building, serving 3rd grade (63 students), and 6 classrooms upstairs serving 4th grade (42 students - 2 classrooms), 5th grade (42 students - 2 classrooms) and 6th grade (42 students - 2 classrooms). Therefore total in the building next year is 189, well under the max of 475. We will update the ASBCS with our facility plans for the official location of the middle school once we identify a building.

 [Download File](#) — Attached is the 812 Fire Marshal Report.

 [Download File](#) — Attached is the 812 C of O.

 [Download File](#) — Attached is the Maryvale Fire Marshal Report.

 [Download File](#) — Attached is the Maryvale C of O.

 [Download File](#) — Attached are the minutes showing approval to increase our enrollment cap.

## Enrollment Cap

Is an Enrollment Cap Increase being added to this request?

Yes, an Enrollment Cap Increase is also being requested.

From:

687

To:

936

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Occupancy Documentation —  [Download File](#)

## Feedback

Feedback

N/A

## Signature

Charter Representative Signature

Julia Meyerson 03/26/2018

## Vista College Prep – Narrative

*Grade Level Change to Charter Amendment Request:* Vista College Prep is requesting to add grades 6-8 to our charter contract so that we can provide a full K-8 education to our scholars.

### 1. Describe the rationale for this request.

Vista College Prep is currently approved to operate our downtown campus and our Maryvale campus as two K-5 schools. We are operating both schools with the firm belief that all students, regardless of race, language or economic status can succeed if they have access to a high quality education. Our goal is to now add a middle school so that the students at each campus can feed into one school for their middle school education.

This is the breakdown of enrollment for each campus at capacity:

- VCP Hadley: 396
- VCP Maryvale: 528 (*Note: We are planning for a larger campus size at this site due to the density in student population in Maryvale. Maryvale is three times as densely populated as our current location.*)
- VCP Middle School: 453

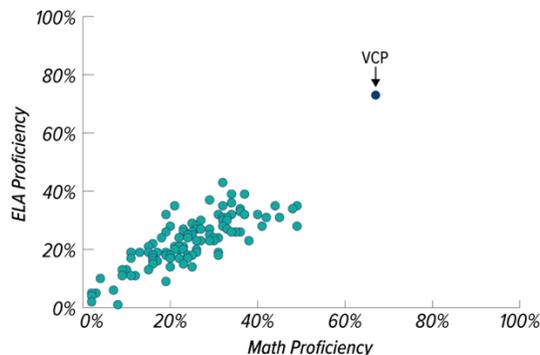
We recognize that these numbers represent the capacity of our schools, so we are requesting an enrollment cap increase to 936, which will take us through FY 21 (per the enrollment and staffing matrix submitted). Just as we have for our past two campuses, our goal is to start small. We intend to incubate our 6<sup>th</sup> grade (42 students) at our downtown campus for one year and then move into a new building with our 6<sup>th</sup> and 7<sup>th</sup> graders during FY 20 for the permanent middle school location.

Vista College Prep students consistently are among the highest achieving students – in 2017, VCP students scored in the top 6% in literacy and top 11% in math for the entire state. We believe that we have a model that works and are excited to expand to middle school.



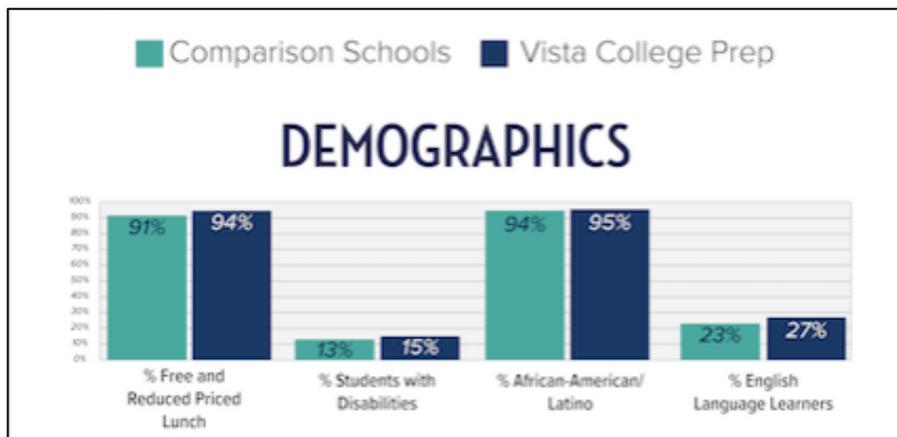
### AN OUTLIER IN PHOENIX

Among schools in Phoenix with over 90% of students qualifying for Free and Reduced Priced Lunch, Vista College Prep had the highest scores in both literacy and math.

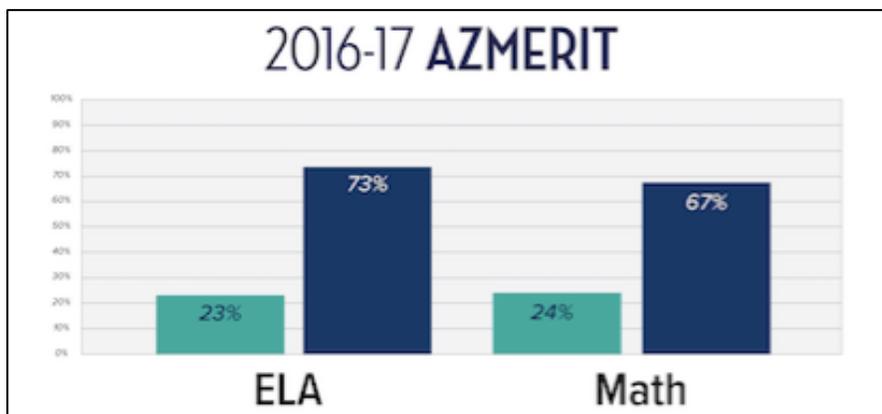


Not only do we believe that we need to provide a middle school for our students, due to a lack of quality options, but we believe that the preparation we have taken will ensure a strong start. Our current Assistant Principal is also our Middle School Principal in Residence. She is getting the experience of running a school while also engaging in the planning and preparation for a middle school. Our Principal has as strong background in mathematics, having taught high school math and written and implemented the AP for All Geometry curriculum for the KIPP Foundation. We hired her at this stage in the process in order to give her a full planning year for the Middle School. During this time, she has also conducted school visits to high performing schools in Arizona and across the country. Additionally, Vista College Prep was recently accepted into the Charter School Growth Fund portfolio. Their early support has allowed us to bring the Middle School Principal on and spend the time researching the highest performing schools, just as we did for the elementary school model.

Additionally, we did an analysis of schools surrounding our downtown campus. We found that we share the same demographics.



However, we are delivering dramatically different results.



## 2. Staffing Plan

As mentioned in our previous amendment to add a second elementary school, when considering the changes to our staffing plan as compared with the original charter application we submitted, there is one primary adjustment to the structure:

- We now have a “Network Support Team.” In the original charter application submitted in 2012, we did not include our plans to replicate our model. However, we believe that having this support team as we grow is critical to providing the consistency that we aim to achieve across both campuses. This team is currently comprised of all founding staff members and will continue to grow based on an analysis of best practices associated with schools at similar stages of growth.

However, there are two primary differences in our elementary model vs. our middle school model related to staffing. The first is in a stronger focus on enrichment. We intend to offer enrichment blocks in art, music, dance and theater. The second is in the development of a computer science block, which will require the hiring of multiple computer science teachers.

The other differences in staffing are related to the slow growth of our middle school. In our elementary models, we are not bringing on a Dean of Students or AP/DCI until around year four or year five. However, in our middle school we want to bring these roles about one year earlier.

*Detailed Staffing Plan:* Even though the matrix for staffing only goes through FY 21, we are already thinking about what our model looks like at scale. Below is just a snapshot of how we are thinking about the growth of our middle school related to staffing.

	FY Network Year	FY19 Y6	FY20 Y7	FY21 Y8	FY22 Y9	FY23 Y10	FY24 Y11	FY25 Y12
<b>Title</b>	<b>Department (optional)</b>							
Principal	Admin	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Assistant Principal	Admin		-	-	1.0	1.0	1.0	1.0
Dean of Students/Culture	Admin		1.0	1.0	1.0	1.0	1.0	1.0
Community Engagement Associate	Non-instructional staff		1.0	1.0	1.0	1.0	1.0	1.0
Director of School Operations	Non-instructional staff		1.0	1.0	1.0	1.0	1.0	1.0
Office Manager	Non-instructional staff		1.0	1.0	1.0	1.0	1.0	1.0
Enrichment	Instructional staff		1.0	4.0	4.0	5.0	5.0	5.0
SPED teacher	Instructional staff			1.0	1.0	1.0	2.0	2.0
Grade 6	Instructional staff	4.0	2.0	2.0	3.0	4.0	5.0	6.0
Grade 7	Instructional staff		2.0	2.0	2.0	3.0	4.0	5.0
Grade 8	Instructional staff			2.0	2.0	2.0	3.0	4.0
Computer Science Teacher	Instructional staff		1.0	1.0	2.0	3.0	3.0	3.0

Our staffing, enrollment and target population needs are addressed as follows:

- *Recruitment:* This upcoming year we will hire our first ever Director of Talent. In addition, we have contracted with an outside recruiter, OneTeacher, to provide the first round of screening in our interview process (it is a three step process). Last year we sourced

through 2000 applications for twelve positions. We feel exceptionally well positioned to achieve this for the upcoming year as well.

- *Hiring:* Recognizing that teacher quality is the single greatest factor in determining student achievement we are dedicated to recruiting and retaining the best and brightest talent available. Our staff recruitment efforts will be national, exhaustive, and selective. Vista College Prep has budgeted extensive resources to ensure we can identify only the best instructors. We will recruit the most committed and most capable teachers, offer a mission-oriented and achievement-focused team environment, and provide comprehensive professional development. All Vista College Prep instructional staff must have a deep alignment and commitment with the mission and vision of the school. In addition to the faithful adherence to Vista College Prep's mission, there are additional beliefs upon which the school bases its culture and norms around the potential for student success. These include: (1) All children can and will learn, (2) All staff receives targeted, mission-driven, and individualized professional development, (3) Joy and rigor create a culture of achievement, 4) Interim assessments allow for targeted intervention, (5) A longer school day/year and strategic daily schedule maximize student achievement, and (6) A strong, pro-active partnership between home and school fosters strong learning for every child. Our process is as follows:

1. *Interview #1:*
  - i. Resume Screen
  - ii. Phone Screen
  - iii. Response to Scenarios
2. *Interview #2:*
  - i. Response to Scenarios
3. *Interview #3*
  - i. Demo Lesson and First In-Person Interview
  - ii. Case Studies
  - iii. School Walk Thru: Questions and Observations
4. *Reference Check*

- *Training:* Through our professional development, observation/debrief cycle, and strategic partnerships, we are able to develop excellent educators. Each summer, Vista College Prep teachers receive three weeks of intensive professional development. Throughout the year, teachers attend weekly professional development sessions that are differentiated by grade level, content area, and adapted to address trends identified by school and network leadership. These trends are identified through data analysis at both the network and school level. Additionally, through the observation/debrief cycle, teachers receive individualized feedback targeting their highest lever practices. Finally, through existing strategic partnerships, we are able to partner with some of the highest performing schools in the country to calibrate instructional practices and plan effective professional development for admin and teaching staff.

**Summer Professional Development:** To ensure our key instructional leaders are prepared and ready to deliver rigorous standards-based instruction on a daily basis, we have three weeks of staff development during the summer. Key topics covered during summer professional development include:

- Curriculum Planning & Development
- Instructional Practices
- Assessments
- School Culture Building and Norming
- School Routines and Structures

Throughout the summer staff will participate in role-plays, evaluate scenarios, create and adapt curriculum, learn systems that include everything from how students enter the building to how they sharpen pencils. Additionally, teachers and staff will have the opportunity to travel to at least one of the schools studied by the school leader during her planning year for the Middle School. This will serve as a model for the entire staff and orient our own discussions around excellence.

**Professional Development during the School Year:** Teachers participate in weekly professional development. For at least 2.5 hours per week, teachers and the leadership team plan and discuss curriculum, analyze student data to modify or adjust lesson planning and continuously seek ways to improve the quality of instruction we deliver to students. We provide dedicated professional development days during the year, allowing us to contract external professional development as needed, and offer teachers opportunities to visit high-performing schools to observe best practices. Five of these days are devoted to data evaluation following our six-week assessment cycles where teachers and instructional leaders evaluate students' small group levels, determine lesson modifications and evaluate whether any skills or concepts need to be retaught. Data-driven instruction allows teachers to recognize what information is not being accessed by some or all students and helps them to understand why. As a staff, we analyze the results of data on a weekly basis and analyze the results of internal assessments through extended professional development blocks. The goal of each data analysis session is to make program improvements to ensure all students are achieving mastery on all objectives. The action plans required from this information may include re-teaching, spiraling material more extensively, individual tutoring, small group sessions, or increased homework on a specific objective. Teachers will be expected to use the information gathered to modify their planning. Teachers will work with the instructional coaches on those modifications, as needed. We will monitor student mastery of standards as well as reading levels and fluency.

## 5. Justification for the Enrollment Targets

Anticipated new student enrollment for the Middle School:

School Name: Vista College Preparatory – Middle School				
Grade Level	Number of Students			
	Current—FY 18	Target—FY 19	Target—FY 20	Target—FY 21
Kindergarten				
1 <sup>st</sup>				
2 <sup>nd</sup>				
3 <sup>rd</sup>				
4 <sup>th</sup>				
5 <sup>th</sup>				
6 <sup>th</sup>		42	42	50
7 <sup>th</sup>			42	50
8 <sup>th</sup>				42
9 <sup>th</sup>				
10 <sup>th</sup>				
11 <sup>th</sup>				
12 <sup>th</sup>				
<b>Total Enrollment</b>	<b>0</b>	<b>42</b>	<b>84</b>	<b>142</b>

We are very confident in our enrollment projections as our middle school model is based on being a feeder from our two elementary models. We also do anticipate a small percentage of new students each year starting in FY 21 (~8 students). Overall, if we hit our enrollment targets in our elementary schools, we will only need to add the additional 8 students each year (for the first few years until our Maryvale campus is at capacity and sending the middle school their students). If we do not hit our enrollment targets we would need to do additional student recruitment, which we have extensive experience in at the elementary level, and is detailed in the amendments from the Maryvale replication.

Therefore, our primary task is in ensuring the strong retention of our students. We are confident in our ability to do this as we average over 93% student retention each year. All of our enrollment projections and anticipated new student enrollments are included in the enrollment matrix (copied above). In terms of returning students year over year, we assume 7% attrition over the summer.

As I shared in our Maryvale replication, we are very focused on constantly improving our analysis and efforts around student recruitment. As a result of ongoing efforts from groups like the Charter School Growth Fund, we have had the opportunity to participate in national convenings. There is a strong focus on student recruitment. We will continue to attend these events and bring back the learnings to both our elementary campus recruitment efforts and as we plan for the middle school.

Additionally, for all campuses, we believe that focusing on building a robust waitlist is critical due to the high mobility in our student population. One additional data point – as of last year, of the Vista College Prep students who have withdrawn, 81% is due to mobility issues. And, over 25%

of the students who withdraw, re-enroll.

## **6. Concrete Resources Needed for Implementation**

In preparing for our third campus and when thinking about curriculum, assessment and instruction, the primary differences will be in the investment in a more robust enrichment program. Otherwise, we will be using the same assessments (MAP and Illuminate for our internally created IAs). The primary concrete resources that will be different, will be in the staffing as indicated above. We will of course need novels, texts, etc., but this is all based off of two open sourced programs through Edward Brooke and Achievement First. We have extensively researched the programs we will use and intend to model ourselves off of these two high performing networks.

In addition to the increased investment in enrichment opportunities for our students, it is the pieces outlined below that I believe will truly allow for our success across two campuses.

Vista College Prep's growth is dependent on providing an exceptional academic model. As we think about continued growth and expansion, we would never propose another campus unless we had strong academic success at our current campuses. As detailed below, we believe our model has demonstrated proven success and that we have the internal capacity and drive for long-term academic success through the growth of a middle school.

***Academic Success at Vista College Prep's Current Campus:*** By the time Vista College Prep opened in August 2013, we had spent two years studying the highest performing charter schools across the country through Building Excellent Schools. Throughout the fellowship, we visited, studied and learned from schools where over 90% of students qualify for free and reduced-price lunch and over 90% of students achieve at the highest academic levels. Now, nearly three years later, Vista College Prep is a high-performing kindergarten through fifth grade tuition-free, public charter school educating a high minority and low-income student population—97% of our students qualify for free or reduced price lunch, 94% of our students are minority students, and 43% of our students are considered English Language Learners. Vista College Prep opened in August 2013 with kindergarten and first grade. We opened that year with just 60 kindergarten and first grade students - 97% of whom qualify for FRPL. That first year our first graders came in on the same academic level as our kindergarten students—unable to read, did not know their letters, and had trouble holding a pencil. This past April, our students scored in the top 6% in the state in literacy and top 11% in the state for math.

As we think about supporting long-term academic success, we believe that our highly collaborative model, shared curriculum, leadership training and constant self-reflection will be the key to ensuring we meet the very high goals we have set for ourselves.

***Highly Collaborative:*** At Vista College Prep's current campus, we have carved out a significant time for professional development across each grade and across the school. Our teachers are teaching the same lessons each day which allows for targeted feedback and strong collaboration between the teachers and instructional coaches. Since we will be incubating our 6<sup>th</sup> graders at

our downtown campus, we are excited about the level of collaboration our 6<sup>th</sup> grade team can have with the fifth grade team. We want to ensure that the collaboration between middle and elementary is strong and we know that this slow growth will ensure and increased level of collaboration. We firmly believe that as we grow, we will continue to get better. Our model is very lean, which has meant that we have had a small team, doing a significant amount of work. We are excited to bring in new staff to support the strong creation of curriculum materials and constantly improve.

***Shared Curriculum, Assessments, and Instructional Practices and Vertical Alignment:*** A critical component to our future success will be in shared curriculum. As we propose to open a 6-8 campus, the opportunity to have multiple people across a grade teaching the same subject and then in future years being able to have strong department meetings across 6-8, is critical. We firmly believe this will allow us to continue the success we have seen in the elementary models. Since we know our curriculum works, we are excited to build upon our systems of curriculum review and analysis as we plan 6-8. This is also a best practice that we have seen at high performing networks like Uncommon Charter Schools. The Principal for our Middle School is engaging deeply with our fifth grade curriculum as she plans for 6-8<sup>th</sup> grade. This year she is serving as the Assistant Principal, coaching in grade five and receiving leadership training.

***Leadership Training:*** As we think about the growth of our organization, we have been highly strategic with our leadership training. Just the opportunity for our Middle School Principal to have come on a year before she would take this on, is truly setting her up for success. She is receiving extensive training and support on running a campus, coaching teachers, and selecting curriculum. Some of the training we have developed ourselves and some we are seeking from outside organizations. We are strategic about our growth, and leadership is the most important piece.

***Constant Self-Reflection:*** The most important piece of our organization is rooted in a constant desire to improve. Whether that is operationally or academically, we are always seeking new ways to push and challenge our organization to get better. Specific to academics, we are constantly seeking out best practices from the highest performing schools in the country. The investment from the Charter School Growth Fund has allowed us to spend the time visiting these incredible schools. Additionally we also received an AZCSP grant of \$750,000 and we intend to use these funds in this final year to continue the travel and analysis of best practices. To be able to brainstorm and push ourselves even further is rooted in our entire organization. We give our leaders and teachers time to reflect on what is going well and what needs improvement. This drive will be present at all campuses.

### **Quality and Long-Term Operational Success**

Vista College Prep has a strong foundation in operational success. This starts with our high functioning, and very strong Governing Board. Vista College Prep's founding board began its work in October 2011 and has remained engaged in the school's development and now operation through regular and thoughtful conversation. The full founding group established standing monthly meetings in Phoenix starting in February 2012, reviewing progress on the charter

application and developing the community support for the school. We are pleased to share that our current Governing Board, which still meets monthly, is comprised of all of our Founding Board members, plus two additional individuals, listed below. Collectively, the Governing Board brings the following skills and expertise: Finance, Development/Fundraising, Community Organizing, Marketing, Real Estate and Facilities, Law, Human Resources, Business/Strategic Planning, Networks, Governance/Board Experience, Education, and Policy.

**Key Leadership:** Our Governing Board members represent a diverse group of civic leaders with vast expertise and an array of leadership experience that will be essential to the strong governance of Vista College Prep.

Specific to our new campus, and on a monthly basis, Vista College Prep’s Executive Director presents the Board with our planning year dashboard for our middle school. This looks different than the academic and finance dashboards we use on a monthly basis during the school year. Our planning year dashboard (included in the monthly Executive Director report) details a variety of metrics including the following:

- Established Partnerships
- Facility Planning
- Fund Development
- Staffing

Once the school year begins for our third campus, the Governing Board will review Vista College Prep’s academic dashboard. The dashboard includes metrics such as:

- Key Student Demographics
- Key Staff Demographics
- Student enrollment (as well as identified areas of absences/tardies, etc.)
- Academic Performance

We also review the Finance Dashboard on a monthly basis (discussed more in the Financial Sustainability section below). The dashboards are designed to help the Governing Board monitor key indicators of Vista College Prep’s success. This document is already created and provides a formalized and sustainable system for providing oversight over Vista College Prep’s resources. Each Board member has a clear sense of how Vista College Prep’s management team is progressing toward goals. We review each benchmark and goal on a monthly basis and adjust course as necessary.

### **Quality and Long Term Financial Viability**

As indicated on our Dashboard, we meet the Board’s Financial Performance metrics. We are a conservative organization and budget accordingly. Additionally, we have extensive financial experience on our Board, providing strong oversight, as well as community members who are supportive of the school in this area. A critical step that we have also taken this year is working with a financial advisor as we take on new construction at our current campus. This also serves

as one additional check for our organization as we weigh possible lending opportunities and evaluate any risk. Also, our financial statement audits have always been submitted on time, with an unqualified audit opinion and with no control deficiencies.

Aside from the monthly financial reporting that occurs at our Board meetings where we are discussing our financials, our Executive Director is fully immersed in the work of preparing and creating a sustainable school model as we grow. As we think specifically about the financial viability of our proposed growth until we reach capacity, we will follow the same structure as our current campus, which is our commitment to slow growth—critical for strong academics as well as operations. We believe this approach to slow growth, which is modeled off of the highest performing schools nationwide is critical to our mission. Due to Arizona’s low funding, and specifically, due to Arizona’s half funding for kindergarten, we understand that part of our work is focused on closing the financial gap as well.

As such, we are an organization with a strong commitment to outside fundraising. We know that we need some seed funding to begin a campus. We believe that will adjust as we continue to grow and as economies of scale set in. Vista College Prep has received strong support from local/national foundations and corporations in the form of grants, donations and in-kinds. Below are some of the Foundations and Organizations we have received support from:

- Charter School Growth Fund
- Walton Family Foundation
- US Department of Education (AZCSP)
- AZ Department of Education Mathematics and Science Partnership Mini Grant
- Louis Calder Foundation
- Kemper and Ethel Marley Foundation
- Arizona Community Foundation
- Arizona Diamondbacks Foundation
- Rodel Foundation of Arizona
- KaBoom! and Shutterfly Foundation

Vista College Prep is an organization with exceptional attention to detail and a commitment to conservative budgeting. We not only have the experience on our Board to sustain our growth in reviewing our financials and supporting our growth until we reach capacity, but also have an Executive Director who is capable of monitoring our school budget and providing strategic direction on growth that aligns with our mission and in no way compromises our strong financial position.

## **7. Criteria for Promotion**

*Grade Weighting: Grades reflect the content students have mastered.*

### English Language Arts and Humanities

30% Classwork and Homework

20% Assessments

30% Exit Tickets  
20% Literary Tasks and Seminars

Math and Science

50% Assessments  
30% Classwork and Exit Tickets  
20% Homework

*Grading Scale: In order to prepare our scholars for high school, Vista College Prep – Middle School follows the same grading scale as the Phoenix Union High School District.*

A – Superior	90-100%
B – Above Average	80-89%
C – Average	70-79%
D – Below Average	60-69%
F – Failed	Below 60%

Students who achieve a D in one or more subjects are at risk for retention. This is always a conversation between the school leader and the parents and the decision is always made in the best interest of the student.



# Arizona State Board for Charter Schools

## Enrollment Matrix

Complete the table to provide the current and target enrollment, indicating the proposed timeline for implementing the request.

Directions\*:

- In each box under the “Number of Students” columns, identify the number of students served per grade for the current and upcoming three fiscal years.
- In the “Total Enrollment” row, provide the total enrollment for each fiscal year.
- Copy and paste the chart for each school operated by the Charter Holder.

School Name: Vista College Preparatory				
Grade Level	Number of Students			
	Current—FY 18	Target—FY 19	Target—FY 20	Target—FY 21
Kindergarten	63	63	66	66
1 <sup>st</sup>	63	63	66	66
2 <sup>nd</sup>	63	63	66	66
3 <sup>rd</sup>	42	63	66	66
4 <sup>th</sup>	42	42	66	66
5 <sup>th</sup>	42	42	42	66
6 <sup>th</sup>				
7 <sup>th</sup>				
8 <sup>th</sup>				
9 <sup>th</sup>				
10 <sup>th</sup>				
11 <sup>th</sup>				
12 <sup>th</sup>				
<b>Total Enrollment</b>	<b>315</b>	<b>336</b>	<b>372</b>	<b>396</b>

**Enrollment Matrix**

<b>School Name: Vista College Preparatory – Maryvale</b>				
	<b>Number of Students</b>			
<b>Grade Level</b>	<b>Current—FY 18</b>	<b>Target—FY 19</b>	<b>Target—FY 20</b>	<b>Target—FY 21</b>
Kindergarten	22	44	88	88
1 <sup>st</sup>	22	44	88	88
2 <sup>nd</sup>	24	44	66	88
3 <sup>rd</sup>		24	44	66
4 <sup>th</sup>			24	44
5 <sup>th</sup>				24
6 <sup>th</sup>				
7 <sup>th</sup>				
8 <sup>th</sup>				
9 <sup>th</sup>				
10 <sup>th</sup>				
11 <sup>th</sup>				
12 <sup>th</sup>				
<b>Total Enrollment</b>	<b>68</b>	<b>156</b>	<b>310</b>	<b>398</b>

<b>School Name: Vista College Preparatory – Middle School</b>				
	<b>Number of Students</b>			
<b>Grade Level</b>	<b>Current—FY 18</b>	<b>Target—FY 19</b>	<b>Target—FY 20</b>	<b>Target—FY 21</b>
Kindergarten				
1 <sup>st</sup>				
2 <sup>nd</sup>				
3 <sup>rd</sup>				
4 <sup>th</sup>				
5 <sup>th</sup>				
6 <sup>th</sup>		42	42	50
7 <sup>th</sup>			42	50
8 <sup>th</sup>				42
9 <sup>th</sup>				
10 <sup>th</sup>				
11 <sup>th</sup>				
12 <sup>th</sup>				
<b>Total Enrollment</b>	<b>0</b>	<b>42</b>	<b>84</b>	<b>142</b>

<b>Total Projected Enrollment</b>	<b>383</b>	<b>534</b>	<b>766</b>	<b>936</b>
<b>Enrollment Cap</b>	<b>687</b>	<b>687</b>	<b>*Will need Enrollment Cap Increase</b>	<b>*Will need Enrollment Cap Increase</b>



# Arizona State Board for Charter Schools

## Staffing Chart

Complete the table to provide the current and anticipated staffing for the school(s) operated by the Charter Holder. Include staff members needed if the request is granted.

Directions\*:

- In each box under the “Number of Staff Members” columns, identify the number of staff members for each position/category for the current and upcoming three fiscal years.
- Copy and paste the chart for each school operated by the Charter Holder.

<b>School Name: Vista College Preparatory</b>				
<b>Number of Staff Members</b>				
<b>Position</b>	<b>Current—FY 18</b>	<b>Anticipated—FY 19</b>	<b>Anticipated—FY 20</b>	<b>Anticipated—FY 21</b>
Administration	4	4	4	4
<b>Teachers/Instructional Staff</b>				
Kindergarten	3	3	3	3
1 <sup>st</sup>	3	3	3	3
2 <sup>nd</sup>	3	3	3	3
3 <sup>rd</sup>	2	3	3	3
4 <sup>th</sup>	2	3	3	3
5 <sup>th</sup>	2	2	3	3
6 <sup>th</sup>				
7 <sup>th</sup>				
8 <sup>th</sup>				
9 <sup>th</sup>				
10 <sup>th</sup>				
11 <sup>th</sup>				
12 <sup>th</sup>				
Specialty Staff (Music, Art, PE, etc.)	1	2	2	2
Special Education	1	2	2	2
Paraprofessional				
<b>Additional Staff</b>				
AP/Middle School Principal-in-Residence	1			
Teacher Associate		2	2	2
Front Office Staff	3	3	3	3
<b>Total Number of Staff Members</b>	<b>25</b>	<b>30</b>	<b>31</b>	<b>31</b>

**Staffing Chart**

<b>School Name: Vista College Preparatory - Maryvale</b>				
<b>Number of Staff Members</b>				
<b>Position</b>	<b>Current—FY 18</b>	<b>Anticipated—FY 19</b>	<b>Anticipated—FY 20</b>	<b>Anticipated—FY 21</b>
Administration	2	2	4	4
<b>Teachers/Instructional Staff</b>				
Kindergarten	1	2	4	4
1 <sup>st</sup>	1	2	4	4
2 <sup>nd</sup>	2	2	3	4
3 <sup>rd</sup>		1	2	3
4 <sup>th</sup>			1	2
5 <sup>th</sup>				1
6 <sup>th</sup>				
7 <sup>th</sup>				
8 <sup>th</sup>				
9 <sup>th</sup>				
10 <sup>th</sup>				
11 <sup>th</sup>				
12 <sup>th</sup>				
Specialty Staff (Music, Art, PE, etc.)			1	1
Special Education			1	1
Paraprofessional				
<b>Additional Staff</b>				
Teacher Associate				1
Front Office Staff	1	1	2	3
<b>Total Number of Staff Members</b>	<b>7</b>	<b>10</b>	<b>22</b>	<b>28</b>

<b>School Name: Vista College Preparatory – Middle School</b>				
<b>Number of Staff Members</b>				
<b>Position</b>	<b>Current—FY 18</b>	<b>Anticipated—FY 19</b>	<b>Anticipated—FY 20</b>	<b>Anticipated—FY 21</b>
Administration		1	3	3
Kindergarten				
1 <sup>st</sup>				
2 <sup>nd</sup>				
3 <sup>rd</sup>				
4 <sup>th</sup>				
5 <sup>th</sup>				
6 <sup>th</sup>		4	2	2
7 <sup>th</sup>			2	2
8 <sup>th</sup>				2
9 <sup>th</sup>				
10 <sup>th</sup>				
11 <sup>th</sup>				
12 <sup>th</sup>				

### Staffing Chart

Specialty Staff (Music, Art, PE, etc.)			1	4
Special Education				1
Paraprofessional				
<b>Additional Staff</b>				
Teacher Associate				
Front Office Staff			2	2
Computer Science Teacher			1	1
<b>Total Number of Staff Members</b>	0	5	11	17

### Leadership Staffing Chart

Complete the table below to provide current and anticipated leadership for the school(s) operated by the Charter Holder.

Directions:

- In the “Title” column, list the title of each leadership position at the school. Consider all individuals who are part of the leadership team (e.g. principal, instructional coach, lead teacher, etc.).
- In the “Current” and “Anticipated” columns, list the **names** of the individuals that will hold each of the leadership positions during the current and upcoming three fiscal years. If an existing staff member will not hold the position in the projected year, write “New Hire” or “TBD” (to be determined) in the box for that position.
- Copy and paste the chart for each school operated by the Charter Holder.

Note: We are currently one LEA and have one Network Support Team to support our planned three campuses. The charts below are the same leaders but shown for all three schools.

<b>School Name: Vista College Preparatory</b>				
<b>Leadership Team</b>				
<b>Title</b>	Current—FY 18	Anticipated—FY 19	Anticipated—FY 20	Anticipated—FY 21
Executive Director	1	1	1	1
Senior Director of Curriculum and Instruction	1	1	1	1
Director of Operations	1	1	1	1
Director of Strategy and Growth	1	1	1	1
Director of Finance	1	1	1	1
Director of Talent		1	1	1
Director of Data and Facilities		1	1	1
Director of				1

**Staffing Chart**

Academics				
Director of Schools				1
<b>School Name: Vista College Preparatory - Maryvale</b>				
<b>Leadership Team</b>				
Title	Current—FY 18	Anticipated—FY 19	Anticipated—FY 20	Anticipated—FY 21
Executive Director	1	1	1	1
Senior Director of Curriculum and Instruction	1	1	1	1
Director of Operations	1	1	1	1
Director of Strategy and Growth	1	1	1	1
Director of Finance	1	1	1	1
Director of Talent		1	1	1
Director of Data and Facilities		1	1	1
Director of Academics				1
Director of Schools				1

<b>School Name: Vista College Preparatory – Middle School</b>				
<b>Leadership Team</b>				
Title	Current—FY 18	Anticipated—FY 19	Anticipated—FY 20	Anticipated—FY 21
Executive Director	1	1	1	1
Senior Director of Curriculum and Instruction	1	1	1	1
Director of Operations	1	1	1	1
Director of Strategy and Growth	1	1	1	1
Director of Finance	1	1	1	1
Director of Talent		1	1	1
Director of Data and Facilities		1	1	1
Director of Academics				1
Director of Schools				1